DOCUMENT RESUME

ED 265 126 SP 026 957

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TITLE A Stages of Concern Approach to Teacher Preparation. R&D Report No. 3213.
INSTITUTION Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE Apr 85
NOTE 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
PUB TYPE Speeches/Conference Papers (150) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Change; Higher Education; *Learning Processes; *Preservice Teacher Education; *Program Development; Research Needs; *Student Attitudes; Teacher Education Programs
IDENTIFIERS *Concerns Based Adoption Model

ABSTRACT

This discussion of the concerns-based approach to teacher preparation focuses on the works of Frances Fuller and the development of the concerns adoption model as a basis for effective preservice teacher education. An overview of the framework of Fuller's theory examines the salient points in the progression of concerns from non-concern, through self-concern, to the mature concern of the impact of teaching upon students. It is pointed out that these stages of concern are not necessarily sequential in each individual, and that students enter teacher preparation programs with varying degrees of maturity. Following a summarization of the Fuller perspective on the Concerns Model and a description of some of the implications of the model for teacher education practices, a discussion is presented of processing research issues regarding teacher concerns. It is suggested that, in terms of future research agenda, much more needs to be understood in terms of the dynamics of concerns as they relate to the change process in preservice teacher education programs. (JD)

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A Stages of Concern Approach to Teacher Preparation[1,2]

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The objectives of this symposium[3] are to present and analyze different perspectives for guiding the reform of teacher education. It is hoped that a contrasting set of perspectives will be described in sufficient detail so that critical analysis of each paradigm is possible. Then a dialogue about implications, commonalities and disagreements can occur that will make a contribution towards improvement of teacher education practice. My specific charge is to examine the concerns-based approach to teacher preparation.

As I thought about this paper I felt that it was especially important to return to the seminal works of Frances Fuller. To do this I turned to my personal archives. I sought out her published and unpublished papers examining various aspects of the concerns model and its implications for initial teacher education. I then reflected on the relationships between these papers and my own research on the concerns of persons who are involved in change.

As a consequence, this presentation is organized around four strands:

1. The original concerns model as proposed by Frances Fuller.
2. Implications of the Fuller concerns model for teacher education.

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[1] Presented at the Annual Meeting of the American Educational Research Association, Chicago, April 1985.

[2] The research described herein was conducted under contract with the National Institute of Education. The opinions expressed are those of the authors and do not necessarily reflect the position or policy of the National Institute of Education, and no endorsement by the National Institute of Education should be inferred.

[3] This is one of a set of papers in the symposium "Alternative Paradigms in Teacher Education: International Perspectives," which was organized by Marvin Wideen, Simon Fraser University, British Columbia.

3. Relationships with recent change process research.

4. And exploration of what the concerns model means for the re-design of existing teacher education programs and institutions.

Overview of the Fuller Concerns Model

The concerns model has never been presented as an all encompassing framework for teacher education. Rather, it was proposed as a framework that could be used to understand teacher education from the point of view of preservice students. It was further proposed that teacher education experiences should be designed, presented, and sequenced in ways that are consistent with the needs and readiness of the students.

Typically, teacher education programs have been designed from the point of view of teacher educators and their judgments about the knowledge and skills that preservice teachers should acquire. Also, components of these programs tended to be sequenced in ways that mirrored cognitive analyses of the knowledge and skill bases. In general they have not taken into account characteristics of the preservice teacher as learner. And this is where the work of Frances Fuller becomes the key.

> In teacher preparation institutions, the typical undergraduate education student is dissatisfied with her professional preparation. Students are reluctant to express their dissatisfaction openly, but when guaranteed confidentiality, a large proportion agreed that most of their education courses were worthless to them. Only student teaching is considered valuable by most students. Their other education courses, particularly introductory courses, are termed 'irrelevant' to teaching. What they want, they say, is something 'practical.'
>
> The charge of the students is, essentially, that their needs, as they experience these needs, are not considered by those who plan professional preparation. Students feel they are taught only what teacher educators believe teachers need. They feel they are not taught what they believe they need (Fuller, 1970, p. 2).

In her studies, Fuller explored students perceptions of teacher education experiences and closely examined the basis for their reports of dissatisfaction. Also, she examined the motivation for learning that they

brought to their professional training. Some of these studies focused on examination of what Fuller (1969) came to call the "concerns" that students had about teaching. In this work a series of levels or degrees of maturity were identified on the basis of the kinds of concerns that the students reflected.

Another part of her research examined more closely the students' perceptions of different teacher education experiences. The basic study focus was upon examining whether or not the placement of the experiences and material made any difference in terms of students' satisfactions with the courses and instructors.

Fuller concluded:

> Not only did a dependable pattern of concerns emerge, but when students were taught material at the time it concerned them, some important effects were observed. First, their satisfaction with courses and instructors was greater than when they were taught material which did not concern them at that time. Second, all course content related to teaching seems to be of concern to teachers at some time and in some form. To be of interest, the sequence and manner of presentation should be consonant with current concerns (Fuller, 1970, p. 3).

Fuller gradually developed her conception of concerns and delineated a number of phases. Initially she proposed a three phase model that consisted of

- pre-teaching phase: nonconcern,
- early teaching phase: concerns with self,
- and ultimately a late phase: concern with pupils.

In subsequent research Fuller refined these into the now familiar "unrelated," "self," "task" and "impact" phases. In addition a set of six more narrowly defined levels of concerns were developed. These levels of concern are included as Figure 1.

The Arousal and Resolution of Concerns

An important part of Fuller's conceptualization that has not been as widely disseminated deals with the dynamics of the arousal and resolution of concerns. This part of the phenomena is frequently overlooked by researchers

Figure 1
OVERVIEW OF CONCERNS CODES*

Code 0. Non-teaching Concerns

Statement contains information or concerns which are unrelated to teaching. Codes 1 through 6 are always concerns with teaching. All other statements are coded 0.

Code 1. Where Do I Stand?

Concerns with orienting oneself to a teaching situation, i.e. psychological, social and physical environment of the classroom, school and/or community. concerns about supervisors, cooperating teachers, principal, parents. Concerns about evaluation, rules or administrative policy, i.e. concern about authority figures and/or acceptance by them.

Code 2. How Adequate Am I?

Concern about one's adequacy as a person and as a teacher. Concern about discipline and subject matter adequacy.

Code 3. How Do Pupils Feel About Me? What Are Pupils Like?

Concern about personal, social and emotional relationships with pupils. Concern about one's own feelings toward pupils and about pupil's feelings toward the teacher.

Code 4. Are Pupils Learning What I'm Teaching?

Concern about whether pupils are learning materials selected by the teacher. Concern about teaching methods which help pupils learn what is planned for them. Concern about evaluating pupil learning.

Code 5. Are Pupils Learning What They Need?

Concern about pupils' learning what they need as persons. Concern about teaching methods (and other factors) which influence that kind of learning.

Code 6. How Can I Improve Myself As A Teacher? (And Improve All That Influences Pupils?)

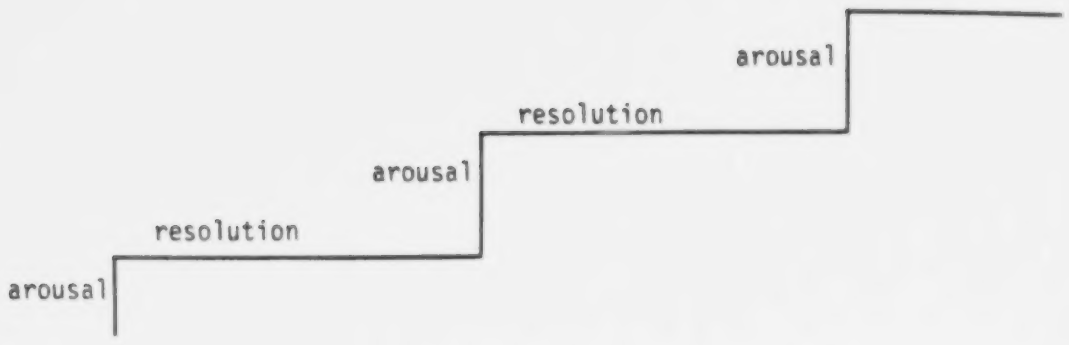
Concern with anything and everything which can contribute to the development not only of the pupils in the class, but of children generally. Concern with personal and professional development, ethics, educational issues, resources, community problems and other events in or outside the classroom which influence pupil gain.

*Fuller, Frances F., & Case, Carol. (1971). A Manual for Scoring the Teacher Concerns Statement. Austin: The University of Texas at Austin, Research and Development Center for Teacher Education.

and practitioners. Fuller theorized that there is more to the dynamics of concerns than one level being intense at one time and another level intense at another time. She reasoned that there must be a way to describe the dynamics of the arousal and resolution of concerns. If we could begin to understand this dynamic then it would be possible to design teacher education interventions in ways that would address the arousal and resolution of concerns, not just address already aroused concerns.

As this framework began to take shape Fuller identified four parts to the cycle of arousal and resolution. It was then possible to imagine the different types of teacher education interventions that would be relevant to the student at different times. The full conceptualization of this framework by Fuller was published in 1970 under the title "Personalized Education for Teachers, An Introduction for Teacher Educators."

In this framework, Fuller posited that concerns move through a series of arousal and resolution steps. As concerns mature, then the content of teacher education needs to shift accordingly. The basic proposal was that certain concerns would automatically be aroused, while others might need some sort of experience to catalyze their arousal. Once aroused concerns would need to be resolved through other types of experiences and content. The resolution of these concerns would lead to still more mature concerns. A simple picture of this would be a series of arousal and resolution experiences or "steps up a learning staircase."



Fuller further proposed that arousal seemed to occur more as a result of affective experiences. The design and delivery of these would require more psychological expertise. One class of arousal interventions that she studied a great deal was self confrontation through videotape feedback (Fuller & Manning, 1972). Resolution of concerns, on the other hand, seems to be more related to the cognitive domain, which would require teacher educators with more substantive content expertise. Resolving concerns requires learning more and new skill and knowledge.

A related part of the phenomenon that Fuller placed a great deal of emphasis upon was the student becoming aware of their concerns, which adds another potential cluster of interventions. The concerns dynamic could also be connected to assessment (with feedback).

In totality then, the concerns model suggests that <u>personalized</u> teacher education occurs when the teacher education experiences are designed in terms of contents and processes that address the concerns that students have at the times when they have them. An assumption is that the arousal or resolution steps on a learning staircase can be best addressed if the teacher education experiences are designed accordingly. A four step teacher education "response" would then be designed to attend to each level of concern. The four steps entail assessment, arousal, awareness, and resolution of particular concerns.

Figure 2 is an illustration of how this framework could be charted. Further description of this model can be found in the chapter by Fuller and Bown in the 1975 National Society for the Study of Education Yearbook.

Implications of the Concerns Model for the Design of Teacher Education Programs

A wide array of interesting questions can be raised from an examination of Frances Fuller's work. It has served as an excellent heuristic for designing teacher education programs, been the topic of study in a wide array of doctoral dissertations and studies by teacher education researchers. Program evaluators have also included this variable in evaluation and follow-up studies (for example, Adams, 1984). For this session I have identified five major implications.

1. Many teacher education programs are built backwards. The concerns model seems to me to be a very obvious and straightforward explanation of why preservice teacher education is so frequently labelled as being irrelevant by preservice teacher education majors. Teacher education programs do not typically answer the questions at the times that the students have them. A wide array of real life examples can be used to illustrate how the subject matter sequence and pedagogic sequence within initial teacher preparation programs, is often inconsistent with the state of arousal of particular concerns on the part of preservice teachers.

For example, in many teacher education programs an argument is presented by teacher educators that students should not be involved in field settings until they have an understanding of the school context and are knowledgeable about the history of education and schooling in this country. There are many

Figure 2

PERSONALIZING TEACHER EDUCATION USING A TEACHER CONCERNS AND TEACHER TASKS MODEL

Resolving Concerns

Education Students' Concerns			Educators' Responses to Concerns					
Concerns Phase	Concerns Level	Developmental Tasks	Assessment Techniques	Arousal Experiences	Awareness Procedures	Resolution Content to Accomplish Tasks and Resolve Concerns		
			1.....N	1.....N	1.....N	Content Area 1	Content Area 2	Content Area N
II	1	1 . . N						
	2	1 . . N						
	3	1 . . N						
III	4	1 . . N						
	5	1 . . N						
	6	1 . . N						

Fuller, Frances F. (1970). Personalized education for teachers: An introduction for teacher educators (p.41). Austin: The University of Texas at Austin, Research and Development Center for Teacher Education.

teacher educators who advocate that students need to know about tests and measurements and perhaps even have a methods course prior to field experience. These are examples of teacher education being defined in terms of the concerns of teacher education faculty.

Contrast this view with concerns of preservice teachers as described by Fuller. She proposed that students near the beginning of their program have aroused concerns that are unrelated to teaching, and when they do begin to have concerns about teaching they have a "self" focus. They have concerns about other parts of their college work and perhaps several concerns about what schools are like.

A straightforward content analysis and comparison of the match between those types of concerns and teacher education courses on tests and measurements or the history and philosophy of education, would indicate minimal matching. In many instances any match between student concerns and teacher education course offerings would be absolutely accidental.

In a teacher education program that is designed based upon a concerns model, the arousal of self concerns would be anticipated directly. The program would begin with such activities as early, brief, and relatively safe but regular field contact, there would be some sort of course work that introduced them to the career of teaching and experiences that focused on their personal motivations to become a teacher. Training in classroom management and field trips to various kinds of schools would be in order to introduce them to the context of schools, what schools and children look like and what teachers do. Later in the program the content would include more methods and increased emphasis on learning theory, the tasks and skills of teaching.

Neither Fuller nor I have said that the content that teacher educators want to see in preservice programs is inappropriate. What we are advocating is

that its placement is frequently inappropriate. For example, in our experimental Personalized Teacher Education program at the R&D Center in the late 60s and early 70s, the history and philosophy course was shifted to the last three weeks of the senior year! This course was presented after all the pedagogic training, all the field work, and all the methods courses had been completed. Students liked the course and found it more relevant at that time than was typical of other undergraduates who took the same course at the normal time (i.e. at the beginning of the junior year). Interestingly the foundations professor who taught the course liked having the course at the new time. One reason being that it gave him twelve weeks free in the semester to write. An other reason being that he discovered that the students were more ready for his course. As he said, "it is almost like teaching a graduate course."

There are established programs that have been built with the concerns model in mind. Just to name two, many of the elements of the teacher education programs at Western Kentucky University reflect the concerns model. In addition, the elementary program at Bringham Young University has an extensive history of heavy influence of the work of Frances Fuller and her concerns model. The faculty in this program carefully attended to the affective dimension and incorporate experiences to arouse concerns.

Ironically, during the last fifteen years probably the teacher education program developers that have most systematically attended to the concerns model have been those developing Competency Based Teacher Education (CBTE) programs (Hall & Jones, 1976). One of the unfounded criticisms of CBTE was its supposed lack of humanistic components. In our collaborative work through the R&D Center with CBTE program developers we observed them to be much more attentive to the personal side than their traditional program counterparts. One of the things that readily becomes apparent in doing a systematic program analysis is

any obvious gaps and deficiencies between assumptions and existing program experiences. CBTE program developers were quickly confronted with the need to incorporate humanistic components. As a consequence, in most of the CBTE programs, through the use of the concerns model or the perspectives of others, systematic attention was given to the personal side of teacher education.

In summary, it is conceivable to design teacher education programs that do indeed include the various content and processes that teacher educators want, and to sequence it in ways that address the shifting concerns that preservice teachers have. It does mean doing a systematic analysis of the program content and processes and it also means monitoring the concerns of students. The match is possible and from all indications does no harm, and there is some suggestion that it does some good.

Fuller observed this point when she noted that "The Teacher Concerns Model does not purpote to say what teachers ought to be taught. It does suggest the sequence in which the developmental task and comprising professional competency ought to be addressed. The suggested sequence is a psychological sequence rather than a logical sequence for selection in presentation of content and experiences" (1970, p. 38a).

2. The concerns sequence is not lock-step. There is a tendency on the part of critics and those less familiar with concerns theory to stereotype the model by suggesting that it views student growth as a lock-step one-way sequence that every student must follow. These critics as a part of their criticism will point out anecdotes of students they have known that did not follow the sequence. Interestingly, there is nothing in the literature by Fuller or any other concerns model advocate that states or suggests that the sequence is lock-step, one way only, or with no exits or return options. In fact, the whole idea of the learning staircase with the arousal and resolution

of concerns with a gradual movement to more mature concerns openly acknowledges that movement, non movement and "downward" movements are possible.

Granted, the logic suggests that over time as a person becomes more mature in being a teacher, there will be a tendency towards less self concerns, less task concerns, and the arousal of more impact concerns. And this general pattern has been observed in the studies. However, this general pattern has its ebbs and flows, certainly is idiosyncratic, and clearly is affected by the types of teacher education experiences that are offered.

In developing an overall design for an initial teacher education program, we would certainly advocate that the unrelated self, task, impact dimension be used as a guiding framework. However, within that, there must be an on-going process of assessment of concerns and adjusting the sub-elements of the program to take into account the concerns of particular students at different times, and the concerns of teacher educators.

Do not forget the arousal dimension that Fuller has talked about. It is quite conceivable that if teacher educators have particular topics that they judge must be a part of preservice training and students are not concerned about them, it is certainly conceivable that particular interventions can be made to arouse concerns in the area. It also quite conceivable with the concerns model in mind that the desired content can be packaged and presented in ways that make it more relevant to the concerns that students have.

3. Students enter with varying degrees of maturity. One of the key experiences that led Frances Fuller to the proposal of the concerns model was the stark contrast in ratings that preservice teachers had given course offerings in Educational Psychology (Fuller, 1969). In one study she found that 97 out of 100 students rated the course as irrelevant and a waste of time! Being the kind of person that Frances Fuller was, she asked "What was done that

turned those other three students on?" In examining those students she found that they had had prior teaching related experiences.

Out of this and further clinical work, Fuller observed that experience is related to the level of maturity of concerns that students have and that in any particular group of students there will be a range. Thus, the entry point in the teacher education program might be somewhat different, at least in tone if not substance, depending on the maturity of the students.

I think this will be an interesting area for study as the kinds of persons entering teacher education become increasingly heterogeneous. This will be coming about due to the shifts in standards, the testing that is being required, and the continuing pattern of older persons returning to college. Also, as we head to dealing more with induction programs, the concerns model will be relevant for assessing and adjusting the teacher education experiences in accordance with the maturity of the students.

4. Teacher education interventions need to be targeted in terms of form as well as function. It appears that teacher educators tend to think more about the content that they are presenting than the form and process that they use to present it. Based upon some of our recent work and thinking, it appears to myself and my colleagues that the form that is used to make teacher education interventions needs to be thought about much more carefully. It is not simply a matter of presenting the content of classroom management, or process teaching in science, or a particular philosophy of discipline. It is not simply a matter of the maturity of the student in terms of their concerns as to when content is offered. It is also a matter of the way in which the material is presented that increases or decreases the potential relevance and effectiveness of the teacher education experience. For example, when self concerns are more intense, we have found in our research with the Concerns

Based Adoption Model (Hall, Wallace & Dosset, 1973; Hall & Loucks, 1978; Hall & Rutherford, 1976) that the interventions need to be designed in more personal ways in terms of style of presentation. The recipients need to be in more personally supportive and comfortable environments. For example, this might mean working with teachers in a small, homogeneous group as contrasted with individually; it also means working with teachers face-to-face rather than providing the information through some remote source such as a written statement that is mailed.

A recommendation for the time of aroused task concerns would be that the interventions need to be made by someone who is really aware of and savvy with the "how to do its." And the interventions need to be made as early after assessment of concern as possible. When task concerns are aroused extended delays defeat the purpose of the intervention and negatively affect evaluations of the teacher education effort.

In other words the process and style of delivery of the interventions is important to consider. The content can be the same but depending upon the state of arousal of concerns of the teacher the information needs to be delivered in significantly different ways.

5. <u>All content can be included in an initial teacher education program</u>. The concerns model does not rule out the inclusion of particular content. It does suggest that the sequence within which that content is presented needs to be based on the concerns of the teachers. Further, if some content is going to be included that is apparently less relevant to the present concerns of the teachers but for some professional, substantive or even bureaucratic reason needs to be presented, then how it is presented needs to be more closely attended to. The concerns model does not suggest that teacher education is a one-way street from the teacher educator to the teacher <u>or</u> from the perspective

of the teacher towards the teacher educator. What is being advocated is the need for more parity and negotiation between the perspectives of the preservice teacher and the teacher educator. The elements of this negotiation clearly include the content and processes of teaching and teacher education. They also should include the perceptual field and aroused concerns of the teacher. When these are taken into consideration then it is conceivable that any teacher education content that is deemed appropriate can be packaged and presented in ways that can be meaningfully understood and accepted by teachers.

6. An implication of the concerns model is teacher education with a technical emphasis before a reflective emphasis. There has been a great deal of discussion and thought over the last several years, about the type(s) of content and orientations that should be emphasized in teacher education. The possible uses of the findings from research on teaching illustrate the contrasts nicely. Zumwalt (1982) has summarized the positions in her descriptions of the technological and deliberative orientations.

> Several factors favor the deliberative orientation rather than the more popular and easily understood technological orientation which, based on process-product research, promises direct results, that is, higher student achievement. Advocates of process-product research generally admit that we do not have enough information at this point to deliver on the promises. But even in the long run, there are compelling reasons to suggest that a deliberative orientation, which can utilize both descriptive and process-product research as it develops, reflects more adequately the complex processes involved in teaching (Zumwalt, p. 232).

Nemser (1983) has also explored the relative positions of the technological and reflective approaches to teaching. A basic theme in their arguments is espousal of an ultimate goal of teachers being reflective about their teaching.

At the same time, there is increasing emphasis on the part of other teacher educators, state policy makers and classroom researchers to have many of the findings on effective teaching included in teacher education programs. One heated debate of the moment is between proponents of the technical and

reflective perspectives of teaching and teacher education. Although debates and dichotomies are entertaining and useful to clarifying points of differences and points of agreements, they can lose productive potential when they set up "us-versus-them" dichotomies.

From the concerns perspective it is not a question of one or the other, technical or reflective approaches, but rather to examine the time in the teacher's career when each should receive greater emphasis. The concerns model suggests that the technical emphasis would be perceived as more relevant and useful early in the development of the teacher, and that the reflective model will be more easily understood and perceived as relevant and more readily mastered as teachers become more mature in their concerns.

The relationship of early concerns to the findings of research on teaching seem obvious. The idea of task specific concrete suggestions about teaching and recommendations on how to organize and manage the classroom and the subjects of teaching are directly related to the kinds of concerns that teachers articulate when self and task concerns are aroused. This is the time to emphasize the technical part of the professional knowledge base and skill development that complete teachers needs to have.

As self and task concerns are resolved, and with the right types of support and conditions, teachers will experience arousal of impact concerns. These impact concerns are directly related to and descriptive of the kinds of perspectives that are suggested for teachers using reflective models.

Thus from our point of view, rather than it being one or the other, it is a question of when is it most appropriate from the teacher's point of view to emphasize technical models and when is it most appropriate to emphasize reflective models? On the part of some teacher educators there tends to be a "true believer" syndrome with non negotiable advocacy of one model or the

other. These stances interfere with examining the readiness and timeliness of each of these approaches from the teacher's point of view. Both models are needed and appropriate, it is just a matter of timing and emphasis.

The Research Agenda for the Concerns Model

So far I have summarized the Fuller perspective on the Concerns Model and described some of the implications of the model for teacher education practice. Now lets explore some of the pressing research issues and to suggest some topics that are particularly intriguing and interesting. The place to start is with issues related to assessing concerns.

Although there has been nearly two decades of study of teachers' concerns, the methodology for assessing concerns is still somewhat problematic. The initial studies for assessing concerns were based on clinical interview sessions that Fuller and others tape-recorded. These were then content analyzed. Subsequently an open-ended written statement format was utilized (Fuller & Case, 1971). The problem with both of these approaches is developing satisfactory estimates of inter-rater reliability and validity. With both procedures respondents are asked to describe in narrative fashion their concerns. The resultant data can vary from blank pages and single words to comprehensive 3 and 4 paragraph descriptions. The rater then has the problem of having varying degrees of quantity and quality of data points upon which to make inferences about aroused concerns.

Since then there have been attempts to develop questionnaires to assess teacher concerns (George, Borich & Fuller, 1974). This work is summarized in a manual for the Teachers' Concerns Checklist, (George, 1978). The 51-item checklist that George & Borich developed works quite well for assessing self, task and impact scales, but it was not successful in distinguishing the six levels of concern that Fuller had proposed.

The most successful procedure is the one that my colleagues and I have developed for assessing concerns of teachers and professors in relation to innovations. This procedure, the Stages of Concern Questionnaire (Hall, George & Rutherford, 1977) has strong psychometric characteristics and can be used with different innovations. The resultant data can be used to develop profiles of concerns for individual and groups. I will come back to this work in the last part of this paper. For now I would like to return to the Fuller model of concerns and some nomination of concerns research topics.

The Dynamics of Arousal and Resolution. Most of the research and development activities of Fuller and her earlier associates, as well as the more recent work of my colleagues and myself, has dealt with addressing concerns that are aroused. We know very little in terms of theory and even less in terms of study findings about the dynamics of arousing concerns and resolving concerns. Conceptual work is needed here to understand more about the psychology of arousal and resolution of concerns. Following some sort of model building and theory exploration in this area, it will be possible to more closely examine the characteristics of teacher education interventions that can facilitate or inhibit arousal and resolution of concerns.

Catalogs of Relevant Content. A very useful resources would be the development of an inventory of the types of pedagogic and subject matter content that appears to be most relevant to different levels of concern. It is conceivable that this catalog would have to take into account the process of delivery as well. Perhaps a two dimensional matrix such as Fuller had developed in the early 1970s (see Figure 2) could be developed to illustrate the kinds of content and processes of delivery of teacher education experiences that would be most suitable for different aroused stages of concern. Fuller's work also took into account the content and processes that would be appropriate

for assessment and resolution of concerns and cataloging of these interventions would be useful to have inventoried also. It would then be possible to design mini experimental studies that could verify the placement of particular content or processes at particular times.

Increased Variety in Teacher Education Interventions. If teacher educators are going to seriously examine the relevancy of teacher education experiences and attempt to not only address the concerns of students, but systematically strive for the resolution of early concerns and the arousal of more mature concerns, it will be necessary to increase the repertoire of teacher education interventions. The traditional professor lecture and field experience model will have to be expanded to more systematically examine and include other intervention formats, such as video-taping, computer simulations, video disks, role plays, encounter groups, video-taped self confrontation, etc. At the present time the actual variety and forms of teacher education interventions that are used in regular practice is depressingly restricted. To effectively address the arousal and resolution of concerns will necessitate teacher educators being much more serious about developing a flexible repertoire of teacher education resources.

The Concerns Model as Applied to the Change Process

I would be remiss in this presentation if I did not also briefly address the more recent research that my colleagues and I have been doing in looking at extensions of the concerns model to the change process in schools and colleges. In this work, it has been possible to demonstrate that the concept of concerns is not restricted to preservice teachers, but in fact applies to teachers, teacher educators, and administrators and personnel in the private sector. They all have similar types of concerns in relation to change. The unrelated, self, task to impact progression is there. We have conceptualized and can

measure a series of seven Stages of Concern about the innovation. These Stages of Concern are summarized in Figure 3.

The research has shown that these concerns can be developmental if the innovation is appropriate and the school principal and other change facilitators do the right types of interventions. If not, then the concerns will tend to remain aroused at self or task levels with little or no indication of movement toward arousal of impact concerns. A great deal of study and concept work has been done around the application of Stages of Concern to different educational innovations and the work has been applied in other cultures (van den Berg & Vandenberghe, 1981; Matthews & Suda, 1982; Marsh, 1983).

In terms of the future research agenda much more needs to be understood in terms of the dynamics of concerns as they relate to the change process. Again, understanding more about the tailoring of interventions to different aroused Stage of Concern has been speculated about (Hall, 1979). But few experimentally controlled studies have been done to examine the effects of different staff development and consultative interventions for helping teachers and other educators who are involved in implementing new practices.

The change process in this sense and studying interventions that principals and other change facilitators make are studies of teacher education. We need to understand a great deal more about how these school-based teacher educators work in their roles to facilitate the development of increasing professional maturity on the part of teachers.

Also, it is clear that the concerns phenomenon is applicable when attempting to change preservice teacher education programs. Teacher education faculty at the beginning will have aroused self concerns about the impending change. When they become involved in it their task concerns will become more

Figure 3
STAGES OF CONCERN ABOUT THE INNOVATION*

6 REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alernative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

5 COLLABORATION: The focus is on coordination and cooperation with others regarding use of the innovation.

4 CONSEQUENCE: Attention focuses on impact of the innovation on student in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

3 MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

2 PERSONAL: Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

1 INFORMATIONAL: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

0 AWARENESS: Little concern about or involvement with the innovation is indicated.

*Original concept from G.E. Hall, R.C. Wallace, Jr., & W.A. Dossett, A Developmental Conceptualization of the Adoption Process within Educational Institutions. (Austin, TX: Research and Development Center for Teacher Educaiton, The University of Texas, 1973).

intense and with time if the department chair and dean approach their jobs in effective ways, it is clear that faculty can develop impact concerns about their program and the students they are working with. In this sense, the concerns model can come full cycle with not only the students, but the teacher educators becoming aware of their concerns, developing informal and formal strategies for assessing concerns and adjusting their interventions in ways that help resolve early concerns and facilitate the arousal of impact concerns.

In summary, the concerns model does not represent the whole of the teacher education program. It does represent a way to begin to think about the personal side of teacher education and strategies and studies that can be employed to increase our understanding and effectiveness. For this symposium, I should conclude with a question that will stimulate discussion. How about this one? Can or should the concerns model be applied to teacher education researchers?

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